

Hawai‘i Arts Education Strategic Plan 2001



A Report to the Hawai‘i State Legislature
on the progress of Arts Education.

Hawai'i Arts Education Strategic Plan 2001

Born in the State Legislature



The 1999 Hawai'i State Legislature designate the State Foundation of agency for arts education. The SFCA completion of the Hawai'i content and performance standards in the arts for grades K-12 and for the development a statewide strategic plan.

unanimously amended the law to Culture and the Arts as the lead is now responsible for the review, revision, and

The new law requires the SFCA to act as follows:

"(9) In consultation with the department of education, the colleges of education and arts and humanities of the University of Hawaii at Manoa, and other arts education organizations with statewide representation:
(A) Review, revise, and complete the Hawaii content and performance standards in the arts for all K-12 grade students; and
(B) Develop a statewide strategic plan for grades K-12 arts education that incorporates and integrates the arts content and performance standards established in subparagraph (A). The plan shall address curriculum development for classroom instruction, professional development for educators and artists, and the methodology and mechanisms by which implementation and attainment of fine arts content and performance standards can be ascertained and assessed."

In compliance with the new law, *Hawai'i Arts Education Strategic Plan 2001* was developed as a cooperative effort by:

- the State Foundation on Culture and the Arts (SFCA)
- the Department of Education (DOE)
- the Colleges of Education (COE) and Arts & Humanities (COA&H) of the University of Hawai'i Manoa
- the Hawai'i Association of Independent Schools (HAIS)
- Hawai'i Alliance for Arts Education (HAAE)

This coalition of arts education institutions and organizations is now known as the Hawai'i Arts Education Partners (HAEP).

Following a tight timetable, Hawai'i Arts Education Partners was conceived and created. The Partners then set to work establishing a workable, affordable and attainable set of goals to place a greater emphasis on arts education in the schools.

The first step was to collect information—both locally and from mainland studies—on the impact and importance of a quality arts education.

“The arts are a fundamentally important part of culture, and an education without them is impoverished, leading to an impoverished society.”

The arts connect people across time, culture and place, and, because they are both universally and culturally specific, are a powerful way to increase international and ethnic awareness. Students gain a greater understanding of their own culture and are better prepared for global citizenship.

Because the arts appeal to different senses and can be expressed through different media, each art discipline adds richness to the learning environment. Students identify, appreciate, and participate in art forms of their own communities as well as other places. As they create, imagine, and reflect, they develop both verbal and nonverbal abilities needed for school progress.

At the same time, the intellectual demands help students develop problem-solving abilities and the powerful thinking skills of analysis, synthesis, and evaluation.

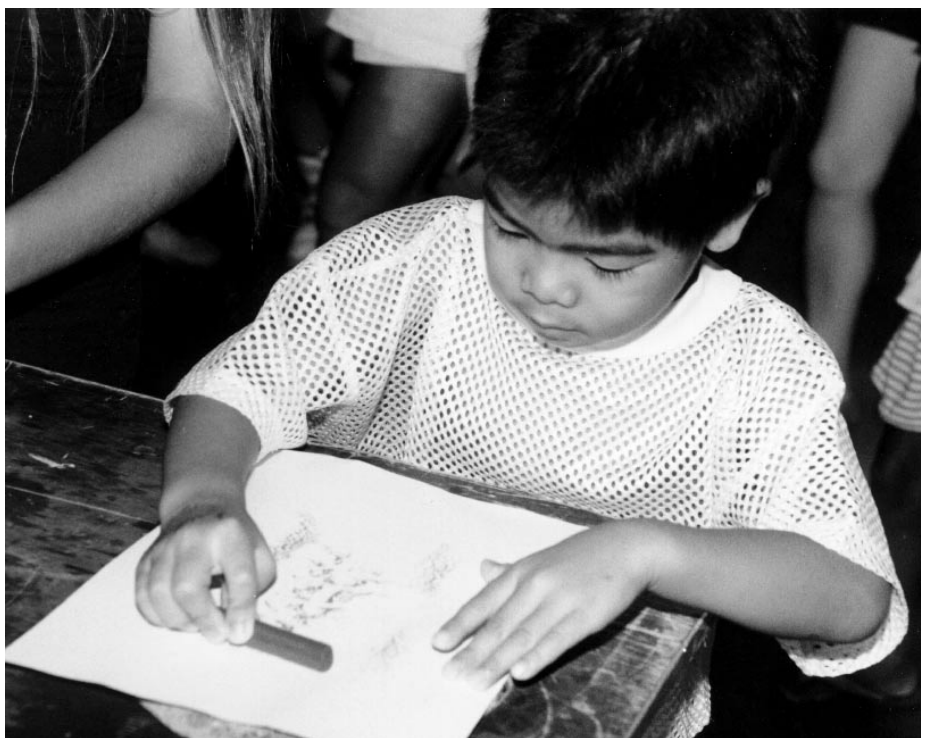
A comprehensive, articulated arts education program helps students develop the self-esteem, self-discipline, cooperation and self-motiva-

tion necessary for success in the 21st century work force.

U.S. Secretary of Education Richard Riley noted: “[Y]oung people can be better prepared for the 21st century through quality learning experiences in and through the arts.”

Students who study the arts also become informed audience participants and active consumers of culture and the arts. The Fine Arts Standards recommended by the Partners define a comprehensive arts education that is a vital part of the quality education that every child in Hawai'i deserves.

Research provides compelling evidence that the arts can and do serve as champions of change in learning. Yet, realizing the full potential of learning in and through the arts for all children in Hawai'i will require commitment from all segments of our society. In this new millennium, we must meet the challenge of giving our young people the best possible preparation we can offer them. To do so, we must insist that the arts are a basic part of their compulsory education.



THE PLANNING PROCESS

Hawai'i Arts Education Partners began meeting to develop the Hawai'i Arts Education Strategic Plan. The committee also sought advice from other members of the arts education community.

“The Hawai'i Arts Education Partners' primary strategy is to include the arts into the classroom so that they become central to the learning process and not extracurricular or 'add on' activities.”

The DOE refined the Fine Arts Content Standards in 1999. These are available on-line at www.hcps.k12.hi.us. The Hawai'i Arts Education Strategic Plan 2001—henceforth referred to as the Strategic Plan—addresses the implementation of these Standards.

The Partners' primary strategy is to integrate arts into the classroom so that they become central to the learning process and not as extracurricular or as 'add on' activities.

The Strategic Plan is designed as a six-year project to install the Fine Arts Standards in the elementary grades. The first year is devoted to planning and marketing, while the remaining five years will install the strategies outlined.

Elementary grades were targeted because most do not have classroom teachers adequately trained in arts education, i.e., dance, drama, music and visual arts. (Intermediate, middle and secondary public schools have music and visual art teachers, many of whom are certified in their discipline.)

The HDOE Fine Arts Content Standards notes that young children “respond to gestures and movement before they react to the spoken word. They understand and explore sound before they learn to speak. They draw pictures before they form letters. They dance and act out stories before they learn to read.” The fine arts—dance, drama, music and the visual arts—are fundamental ways of knowing and thinking. They contribute to a child's development and foster skills of communication, creativity, and cognition.

Arts education benefits students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication.

The Plan implements the Fine Arts Standards by:

- emphasizing classroom teacher participation in developing arts education programs through long-term relations with arts organizations and access to expertise, and
- addressing the need for arts-infused, standards-based curriculum to provide students with participatory experiences in all the arts with arts specialists, qualified arts educators, and artists as educators.



VISION STATEMENT

Arts First, Arts Last: Educate the Whole Child!

“Arts education is for everyone, not just the gifted and talented or the elite, but for everyone.

The bottom line are the kids, our charges, and their growth into the best that they can be. I can think of no better way to develop the whole child than through the arts. It’s keeping kids in school. Doesn’t *that* deserve extra money for the arts?”

Ron Bright

RECOMMENDED STRATEGIES

There are three elements to enacting the Strategic Plan within the six-year time frame. We have taken these—Advocacy, Research, Teaching and Standards—and created the acronym

A R T S



ADVOCACY

The Fine Arts Content and Performance Standards are one of the ten core subject standards encompassed in the Hawai'i Content and Performance Standards II (HCPSII) approved by the Board of Education in 1999. In order for K-12 students to meet the new higher standards, it is important that they *receive sequential instruction in all the fine arts delivered by a certified arts educator*. A subject area specialist is best equipped to provide students with the *techniques, content, problem solving strategies and the ability to analyze and reflect on their own artwork and the work of others*. These are the skills necessary to meet and exceed the standards.

Thomas Hatfield, Executive Director of the National Art Education Association notes that some 60% of all public schools in the United States had visual art specialists in the mid-1990s.

In Hawai'i, there are virtually no specialists in visual art in public elementary schools, although about half of public schools (and 100% of independent schools) have a music specialist or the equivalent on the faculty.

There are no arts specialists in dance or drama in public schools in the early grades, and only a handful of independent schools have a dance and/or a drama specialist.

There are no permanent positions for arts specialists in our public elementary schools. Some schools employ arts specialists for music and visual arts, full- or part-time, through temporary positions known as Instructional Resource Augmentation. Schools are allotted IRA positions each year on the basis of enrollment. The needs of the school determine the function of the school's IRAs, *i.e.*, music, visual arts, computer technology, etc.

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In Hawai'i, there are virtually no specialists in visual art in public elementary schools ...”

Ideally, there would be a certified arts specialist in all four arts disciplines in every elementary school. Currently, the state lacks a sufficient number of certified arts specialists to fill these jobs.

Therefore, a coordinated effort between all of the major institutions of higher learning in Hawai'i will be needed to provide pre-service training and to in-service the certified arts specialists to meet the upcoming needs of the elementary schools.

A co-ordinated Advocacy campaign to inform the citizens of Hawai'i as to the importance and benefits of arts education in the public elementary schools is in the planning stages.

Fulfilling these Standards is a major educational hurdle for the state and will be greatly aided by the backing of an informed, educated public.



In Hawai‘i’s elementary schools, opportunities for a quality arts experience are sporadic at best. Most students never receive a sequential arts curriculum because there are so few arts specialists in schools. In addition, elementary teachers in Hawai‘i have not been trained consistently—or, in many cases, at all—in the visual or performing arts.

Successfully implementing the Fine Arts Standards will require enormous support both from institutions of higher learning to prepare arts specialists *and* from arts organizations to provide in-service training. UH’s Colleges of Education and of Arts and Humanities—as well as other institutions of higher learning—are critical to preparing pre-service and in-service teachers who will deliver quality arts education.

“We *must* actively recruit prospective arts teachers into the UH system and other institutions of higher learning ...”

Key to this proposal is the commitment and professional development of artists, classroom teachers and arts educators. This process should be founded on a standards-based education within each school and institution of higher learning. Historically, the post-Baccalaureate program at UHM has offered only music and visual arts. To meet the new Standards mandated by the Hawai‘i Legislature, drama and dance must be added.



As Hawai‘i’s elementary schools institute these Standards, more arts teachers will be needed. This translates into additional college level faculty and graduate students necessary to meet increased undergraduate/graduate enrollment.

Gauging the impact of the Hawai‘i Fine Arts Standards on student learning will also require conducting and sharing professional research.

We need to take **three Action Steps** to ensure there are enough arts teachers for our elementary schools: First, actively recruit prospective arts teachers into the UH system and other institutions of higher learning. Second, develop graduate level courses that utilize technological delivery (on-line, distance learning and video conferencing) with direct interaction between instructors and students. Third, we must share research in curriculum development statewide through newsletters, conferences, institutes, video conferencing, websites and other technological means.

To increase support for the arts program within schools, existing teachers should be trained alongside the incoming teachers. One problem is that for many years, non-arts teachers in K-12 have enrolled in creative arts courses at UHM, usually during the summer. The current overlapping school schedules, however, allow public school teachers to take courses only during the second summer session.

As more Hawai‘i schools move toward a year-round calendar, this session may not accommodate teacher availability. Other professional development opportunities must be created and expanded.

Already on Maui, the DOE and the Maui Arts and Cultural Center are members of the “Partners in Education” program of the John F. Kennedy Center for the Performing Arts ... The HAEP highly recommends this program as a model ... across the state.

Beginning next summer, the Hawai‘i Arts Education Partners will operate a multi-year professional development institute for some 100 elementary classroom teachers and artist educators. The institute will develop fine arts lesson plans and assessment tools meeting the new Content and Performance Standards. Nationally-recognized consultant Deborah Brzoska, will direct these programs on O‘ahu and Maui. During the second year, participants will incorporate their work on DVD/web-linked technology with testing in Hawai‘i and on the Mainland. Evaluation and distribution will take place in the final year.

Already on Maui, the DOE and Maui Arts and Cultural Center [MACC] are members of the “Partners in Education” program of the John F. Kennedy Center for the Performing Arts. Selected because of a demonstrated commitment to improving education in and through the arts, the partners collaborate to make arts integral to education. Together they develop projects, identify and share resources, and help train elementary teachers. A Certificate of Study recognizes teachers who pursue professional arts development. The Hawai‘i Arts Education Partners highly recommend this program as a model for other institutions across the state.

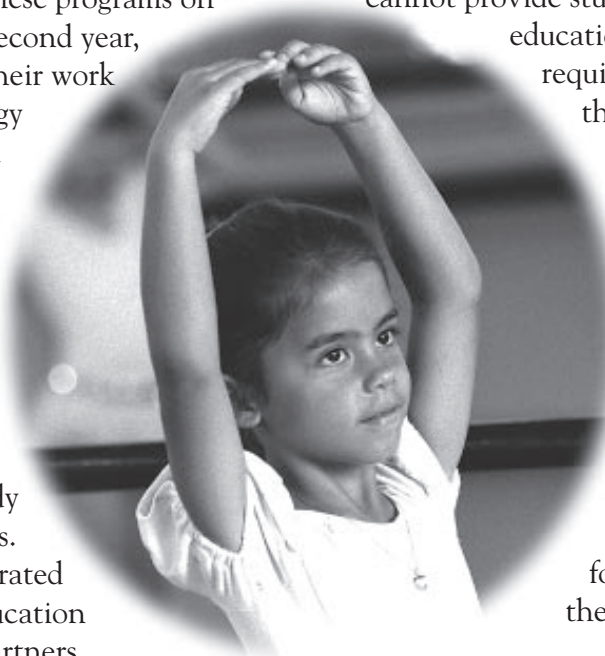
Another success story to emulate is the University Lab School’s offerings of hands-on arts courses to working teachers during the summer.

We need to support teacher workshops that focus on the new Standards in each of the arts disciplines and establish qualifications for instructors providing in-service training to classroom teachers based on the Fine Arts Standards.

Currently, pre-service classroom teachers (B.Ed.) cannot provide students with a comprehensive arts education. However, newly revised requirements in the B.Ed. program at the University of Hawai‘i at Manoa will enhance the prospects for both better quality and more abundant arts education programs throughout the state. Since pre-service teachers are now required to take a minimum of two or a maximum of three classes in visual and performing arts education, at best teachers will be exposed to only three out of four discipline areas representing the arts.

We need to design and submit program requirements for teacher certification in each of the four areas of the Fine Arts at UHM Colleges of Education and Arts & Humanities and other Hawai‘i institutions of higher learning. We also need to design requirements for awarding a K-12 certificate to prepare teachers for both elementary and secondary levels.

Programs to meet both of these requirements are currently in the planning stages.



STANDARDS: Fine Arts Curriculum and Assessment

“The pursuit of rigorous standards lies at the heart of our direction.”

from DOE's Strategic Plan for Standards-based Reform, Report of Progress

The Fine Arts Standards are essential to our educational system. We need to bring them to reality in the schools with adequate resources and people. And we need commitment from teachers, parents, students and the community.

As with any standards, there needs to be an accessible way to measure compliance. Technology and the internet will enhance availability of curricula.

Developing partnerships between the public and private sector and profit and nonprofit organizations is essential for the successful implementation of the Fine Arts Standards.

Creating an information database and resource bibliography of teaching resources for the development of classroom arts curricula is a priority. The Department of Education will produce and share a website which includes Fine Arts Standards-based curricula. The DOE is a member of the Apple Learning Interchange (ali.apple.com) which provides access to other curricular information and resources throughout the nation. The DOE Website will also be interactive so that educators can make comments and suggestions.

Schools are being encouraged to report their experiences as part of their Standards Implementation Design Plan. Our schools will be able to assess themselves using the Fine Arts Performance Standards and benchmark examples on the DOE Webpage. As part of its long range plan, the DOE is looking at appropriate and effective ways of assessing all of the Fine Arts Standards.

The Hawai'i Arts Education Partners fully support the development of assessment tools for all the arts.

The state's arts organizations and educational systems need to coordinate resources and information in order to implement the Fine Arts Standards. This effort will require planning and coordination of in-service training sessions and resources. Developing partnerships between public and private sector and profit and nonprofit organizations is an essential step for the success of the implementation of the Fine Arts Standards.

These various partnerships thus created will both increase communication and focus our efforts to implement the Standards while ensuring that arts education becomes a vital part of the overall plan to improve education in our state. We must unify all of our resources to inform parents, businesses and the community alike about the value of teaching arts to our children.



“No, not everyone can teach arts. If we are going to be involved in standards, we’re going to have to train teachers. Accountability will always reflect the teacher’s ability to deliver the message.”

Ron Bright



Arts Education Strategic Planning Committee

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Hawai'i Alliance for Arts Education
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Why Teach The Arts?

The arts are the embodiment of human imagination, the record of human achievement, and the process that distinguishes us as human beings. We form human communities and cultures by making art—through stories and songs, drama and dance, painting and sculpture, architecture and design.

The skills to create these works and to understand their meanings must be taught. Every flourishing culture and civilization has done so for its children, providing the necessary formal instruction. In order to compose, perform, or respond to a poem or a piece of music, the human imaginations must be awakened, nurtured and trained. The language of the arts—word, sound, visual image, movement, structure—has to be learned and mastered. The way art has been made over time and what it expresses must be illuminated. New works of beauty and delight can then be made and appreciated. Through this process, the child bonds to the human community and acquires the dispositions of adulthood.

Education in the arts is one of the fundamental purposes of schooling.